

MARYVILLE ELEMENTARY

2125 Poplar Street
Georgetown, South Carolina 29440

GRADES PK-5 Elementary School

ENROLLMENT 595 Students

PRINCIPAL Susan Beard 843-546-8423

SUPERINTENDENT Dr. Charles Gadsden 843-436-7000

BOARD CHAIR Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	43	58	2	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

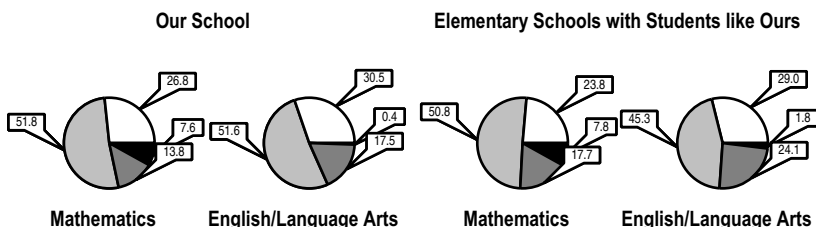
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	49	90	63
Percent satisfied with learning environment	95.9%	87.8%	87.3%
Percent satisfied with social and physical environment	89.8%	84.1%	74.2%
Percent satisfied with home-school relations	81.3%	84.3%	84.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	300	99.0	30.5	51.6	17.5	0.4	17.8	17.6
Gender								
Male	159	98.7	36.4	52.4	11.2	N/A	11.2	17.6
Female	141	99.3	23.3	51.2	24.8	0.8	25.6	17.6
Racial/Ethnic Group								
White	115	99.1	15.9	52.3	30.8	0.9	31.8	17.6
African-American	175	99.4	37.6	52.9	9.6	N/A	9.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	90.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	241	99.2	21.9	56.3	21.4	0.4	21.9	17.6
Disabled	59	98.3	68.6	31.4	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	300	99.0	29.9	52.0	17.7	0.4	18.1	17.6
English Proficiency								
Limited English proficient	7	85.7	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	293	99.3	28.8	52.7	18.2	0.4	18.6	17.6
Socio-Economic Status								
Subsidized meals	208	99.0	36.2	51.9	11.9	N/A	11.9	17.6
Full-pay meals	91	98.9	16.3	52.3	30.2	1.2	31.4	17.6

Mathematics								
All students	300	99.7	26.8	51.8	13.8	7.6	21.4	15.5
Gender								
Male	159	100.0	27.3	50.3	12.6	9.8	22.4	15.5
Female	141	99.3	24.6	54.6	15.4	5.4	20.8	15.5
Racial/Ethnic Group								
White	115	99.1	15.9	48.6	19.6	15.9	35.5	15.5
African-American	175	100.0	30.6	58.0	8.9	2.5	11.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	241	99.6	20.9	54.2	16.0	8.9	24.9	15.5
Disabled	59	100.0	52.9	41.2	3.9	2.0	5.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	300	99.7	25.7	52.6	14.0	7.7	21.7	15.5
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	293	99.7	24.6	53.8	13.6	8.0	21.6	15.5
Socio-Economic Status								
Subsidized meals	208	100.0	30.8	53.5	11.9	3.8	15.7	15.5
Full-pay meals	91	98.9	14.9	50.6	18.4	16.1	34.5	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	99	N/A	19.8	37.5	40.6	2.1	42.7
	Grade 4	100	N/A	24.5	52.0	22.4	1.0	23.5
	Grade 5	98	N/A	34.7	45.3	20.0	N/A	20.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	95	100.0	23.8	60.7	14.3	1.2	15.5
	Grade 4	104	97.1	24.2	49.5	26.3	N/A	26.3
	Grade 5	101	100.0	42.7	45.8	11.5	N/A	11.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	99	N/A	22.1	44.2	22.1	11.6	33.7
	Grade 4	100	N/A	25.5	44.9	20.4	9.2	29.6
	Grade 5	98	N/A	34.7	38.9	20.0	6.3	26.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	95	100.0	13.1	67.9	13.1	6.0	19.0
	Grade 4	104	100.0	25.0	46.9	14.6	13.5	28.1
	Grade 5	101	99.0	40.6	42.7	13.5	3.1	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 595)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.6%	2.4%
Attendance rate	94.3%	Down from 96.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.2%	Up from 14.6%	11.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.6%	Down from 8.7%	8.4%	8.0%
Older than usual for grade	1.8%	Down from 2.9%	1.3%	1.1%
Suspended or expelled	0.8%	Down from 1.4%	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	46.9%	Up from 44.0%	47.1%	50.0%
Continuing contract teachers	85.7%	Up from 76.0%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.0%	Down from 90.5%	86.4%	86.2%
Teacher attendance rate	94.9%	Down from 95.5%	95.3%	95.3%
Average teacher salary	\$41,199	Up 3.7%	\$39,326	\$39,909
Prof. development days/teacher	8.5 days	Down from 10.9 days	12.2 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	16.2 to 1	Down from 17.0 to 1	18.9 to 1	18.9 to 1
Prime instructional time	87.8%	Down from 90.2%	89.5%	89.7%
Dollars spent per pupil*	\$9,228	Up 51.5%	\$5,780	\$5,892
Percent spent on teacher salaries*	63.5%	No change	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Maryville Elementary School works hand-in-hand with parents and the community to develop critical thinkers and challenges the student population to become well-informed and responsible citizens in order to meet a changing society.

Academics:

Academic success is the greatest focus of our school. We strive diligently to enrich, improve, and foster a learning environment that will serve a student population that is diversified. Programs such as Accelerated Reader, Gifted and Talented, Math Tutorial Program for Grade 1, Homework Center, PACT Tutoring, Regional Study Program, Math and Reading Workshops, and Extended Day promote and support all levels of student achievement.

The Arts:

An on site artist in residency worked with 4th and 5th grade classes in dance movement funded by an Arts in Education grant. The students participated in a contest sponsored by Keep Georgetown Beautiful. A weekly Drama Club for 5th graders was held after school throughout the year.

Community Service:

During the year, third grade students visited nursing facilities. A canned food drive was held for the Salvation Army, letters were written to service men, and a Christmas mural was painted for a local industry.

The P.T.O. actively supports the needs of our school. They purchased park benches, provided incentives for teachers, and commissioned an artist to paint murals throughout the school.

Our faculty and staff are highly committed. Some are seeking higher degrees and others are involved in course work or workshops. Mrs. Jamie Thompkins, our teacher of the year, was also named the Georgetown County School District Teacher of the Year. Our teachers strive to build a better school.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.